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International Year of Human Rights Learning

Report by the Secretary-General

Summary

The present report is submitted in response to General Assembly resolutions 62/171 and 63/173 on the International Year of Human Rights Learning, in which the Assembly requested the Secretary-General to report at its sixty-fourth session on the implementation of the International Year, which commenced on 10 December 2008.

As the initiative is ongoing, the present report provides partial results, providing information on a sample of initiatives and commemorative activities undertaken at various levels to date to achieve the objectives of the International Year and to advance human rights education and learning more broadly. It gives an overview of the wide range of national and international efforts. The report highlights major activities and events launched at the international level, also in the context of the World Programme for Human Rights Education. It concludes that the observance of the International Year so far has contributed to increasing global awareness of human rights and of the role of human rights education and learning as significant instruments in promoting and protecting human rights worldwide.

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I. Introduction

1. At its sixty-second session, the General Assembly proclaimed the year commencing 10 December 2008 as the International Year of Human Rights Learning, in order to give impetus to human rights education and learning throughout the world. In its resolution 62/171, the Assembly called on Member States to promote human rights learning and education at the local, national and international levels, in cooperation with all relevant stakeholders. The Assembly decided to devote a special meeting at the end of the International Year, during its sixty-fourth session, to reviewing activities undertaken by Member States, relevant United Nations agencies and civil society during the International Year. The Assembly requested the Secretary-General to report at its sixty-fourth session on the implementation of the resolution.

2. The General Assembly continued considering the question at its sixty-third session. In its resolution 63/173, it urged Member States, in coordination with relevant stakeholders and with the support and collaboration of the United Nations High Commissioner for Human Rights and the Human Rights Council, to develop international strategies and/or regional, national and local plans of action aimed at sustained human rights learning, bearing in mind the complementary efforts undertaken within the framework of the World Programme for Human Rights Education. The Assembly requested the Secretary-General to include information on the implementation of the resolution in his report to the Assembly at its sixty-fourth session.

3. Pursuant to the two aforementioned resolutions, the International Year was to be devoted to activities undertaken to broaden and deepen human rights learning on the basis of the principles of universality, indivisibility, interdependency, impartiality, objectivity and non-selectivity, constructive dialogue and cooperation, with a view to enhancing the promotion and protection of all human rights and fundamental freedoms, including the right to development, bearing in mind the duty of the State, regardless of the political, economic and cultural system, to promote and protect all human rights and fundamental freedoms, and the significance of national and regional particularities and various historical, cultural and religious backgrounds. In its resolution 63/173, the General Assembly recognized human rights learning as encompassing the acquisition and internalization of knowledge and understanding of one's own and others' human dignity. Both resolutions underscored the complementarities of the International Year with the World Programme for Human Rights Education (2005-ongoing). In its resolution 63/173, the Assembly furthermore acknowledged the important role that non-governmental organizations, academia, the private sector, where appropriate, and parliamentarians, could play in the promotion and protection of human rights through education and learning, including at the community level.

4. The present report describes the broad range of activities and initiatives carried out at the national and international levels in observance of the International Year, together with the commemoration of the sixtieth anniversary of the Universal Declaration of Human Rights on 10 December 2008. The report summarizes the significant achievements of the International Year, including related activities carried out by the Office of the United Nations High Commissioner for Human Rights (OHCHR) in the context of the World Programme for Human Rights Education, which is focused, in its first phase (2005-2009), on integrating human

rights education into primary and secondary school systems. It should also be noted that since the International Year is ongoing, the results provided in the present report are incomplete.

II. Commemoration of the sixtieth anniversary of the Universal Declaration of Human Rights

5. On Human Rights Day 2007, the Secretary-General launched a year-long United Nations system-wide advocacy campaign to mark the sixtieth anniversary of the Declaration. The initiative celebrated the Declaration and the promise that has made the document so enduring: "Dignity and justice for all of us".[1] The campaign aimed to increase knowledge and awareness of human rights among the largest number of rights holders so that they could claim and enjoy their rights.

6. Many Governments, civil society, educational, cultural and human rights institutions took the opportunity during 2008 to reaffirm their commitment to the values and principles of the Declaration and to disseminate information about it. Over 460 stakeholders took part in the campaign, organizing events and activities in 86 countries. Overall, 217 conferences, forums, symposiums and panel discussions were organized within the framework of the campaign. A non-exhaustive list of activities undertaken by OHCHR and the human rights components of United Nations peacekeeping missions on Human Rights Day 2008, included: the dissemination of the Declaration, TV and radio programmes, film screenings, workshops and round-table discussions, marches, diverse cultural events, film and art competitions, human rights awards ceremonies and the establishment of human rights clubs at schools.

7. On Human Rights Day 2008, the United Nations High Commissioner for Human Rights reported that for many people, the Declaration remained an unfulfilled promise, as the political will of States to fulfil their obligations lagged lamentably behind their pledges. The High Commissioner stated that tens of millions of people around the world were still unaware that they had rights that they could demand, and that their Governments were accountable to them. The High Commissioner welcomed the International Year of Human Rights Learning and encouraged ministries, institutions, teachers, parents and others to ensure that the next generation was given the maximum opportunity to claim their rights. In a joint statement on the same day, 36 special procedures mandate holders of the Human Rights Council welcomed the adoption by the General Assembly of the Optional Protocol to the International Covenant on Economic, Social and Cultural Rights and reaffirmed, as the Declaration did, that there was no hierarchy between human rights. The mandate holders also affirmed that economic, social and cultural rights were legal entitlements, rather than charity.

8. Ongoing efforts to disseminate the Declaration globally are facilitated by OHCHR through its website on the Declaration.[2] The website, which was recently upgraded, features translations of the Declaration into 360 national and local languages, making it the most translated document worldwide, and many related

[1] See http://www.un.org/events/humanrights/udhr60 for more information about this campaign.

[2] More information on all these activities is available from http://www2.ohchr.org/english/issues/education/training/udhr.htm.

resources. A worldwide collection of Declaration materials includes more than 400 printed and multimedia materials and a broad array of commemorative items. Selected items from the collection were exhibited at United Nations Headquarters in New York in celebration of the sixtieth anniversary of the Declaration in December 2008 and at the United Nations Office at Geneva to mark the opening of the tenth session of the Human Rights Council, in March 2009.

III. Activities reported by Member States

9. To assist in the preparation of the present report, OHCHR circulated a note verbale dated 15 June 2009 to Member States requesting information on activities carried out in the context of the two resolutions on the International Year of Human Rights Learning. As at 7 August 2009, information on a wide range of activities and initiatives undertaken by Member States was received from 18 Member States, namely Argentina, Belarus, Colombia, Cyprus, Guatemala, Iraq, Kazakhstan, Monaco, Montenegro, Morocco, Oman, Panama, the Russian Federation, Spain, Switzerland, Turkey, Ukraine and the United Kingdom of Great Britain and Northern Ireland.[3] It is emphasized that the information set out below is based only on those replies, providing a sample of activities by Member States to commemorate the International Year.

A. National laws, strategies, plans of action and institutions

10. The replies show that a number of countries have adopted national laws, policies or strategies aiming to give direction to human rights education and learning activities at their respective national levels. The legal system of Monaco recognizes the right to human rights education. Belarus is implementing a national action plan to improve the condition of children and the protection of their rights (2004-2011). Montenegro has adopted the Strategy for Civic Education in Primary and Secondary Schools (2007-2010), which focuses on enhancing civic education and education for democratic citizenship; providing teaching materials, curricula and methodologies; quality monitoring; and better use of external resources as well as cooperation with local, regional and international organizations. Switzerland has developed a plan of action (2007-2014) to integrate education for sustainable development (which includes human rights education) in curricula, teacher training, quality management of schools and, increasingly, in legislation and international cooperation.

11. The Ministry of Education of Colombia coordinates the National Plan of Human Rights Education (PLANEDH) that incorporates a strategy for initial and continuing training of teachers and education officials. The strategy of the Presidential Commission on Human Rights in Guatemala is focused on generating and implementing public administration strategies for human rights to be institutionalized in State policies, while strengthening human rights education among public officials in particular. The Ministry of Education in Guatemala has further elaborated a civic agenda for the period 2008-2012 of its national education system.

[3] Input from replies received after 7 August 2009 could not be included in this report.

12. In the strategic plan framework (2004-2009) of the Ministry of Education in Panama, a programme for the promotion and strengthening of human rights education and values treats the issue as a cross-cutting topic across general primary and secondary education and has resulted in a wide variety of activities. In 2008, Panama established the National Office for Bilingual Intercultural Education. Furthermore, under the national plan for inclusive education, teachers should be sensitized and strategies developed to provide disabled persons with access to education. The goal for the period 2008-2009 has been to teach and learn about diversity within the education community.

13. On 23 December 2008, the Government of Morocco outlined its strategy based on partnerships with associations and the Consultative Council of Human Rights. The strategy covers areas such as human rights education, a citizen platform for the promotion of human rights, gender equality, transparency and the fight against corruption and against all forms of violence, and promotion of civic behaviour, to be integrated in school curricula, as well as communication, pedagogic and scientific research and human resources development. A related emergency plan (2009-2012) aims to consolidate all efforts towards promoting a human rights culture at schools and all other domains.

14. The Iraqi Ministry of Human Rights has established a national institute for human rights, which has offered training sessions for ministries, institutions and law enforcement officers and for civil society organizations, and which has been preparing a national plan for human rights and a plan for human rights education. Based on the example of Brazil, Argentina is currently developing a national plan of action for human rights covering formal and non-formal education, training for justice and security professionals, and the role of the media. In October 2008, a national office for human rights training was established in Argentina with the aim of elaborating policies on education, training and cultural development linked to human rights. Cyprus has established the institution of the Commissioner for the Rights of the Child.

B. Programmes and projects targeting civil servants and teaching staff

15. A number of countries reported the development or implementation of training programmes for civil servants at national, provincial or local levels. In the United Kingdom, the Department for International Development has developed e-learning programmes on human rights for its entire staff, as well as related human rights guidance. Argentinean authorities support human rights training of public servants through virtual courses such as on an introduction to human rights culture, gender, discrimination and violence or human rights, multiculturalism and discrimination. Other activities in Argentina include a course for the School of State Lawyers, training of trainers, and a federal programme for training and human rights culture to support capacity-building, training of civil servants at municipal levels, primary schoolteachers, public security officers and civil society. Reform of training for armed and public security forces is under way, while training has also been provided to mental health professionals on how to best provide assistance to victims and witnesses of State terrorism and to vulnerable people in general in Argentina.

16. Colombia elaborated a plan of action for developing a human rights culture for public officials from various ministries with the aim of integrating human rights in public policy. In the framework of a basic training module in human rights culture for public officials, employees from each pilot ministry will be trained as trainers on a human rights-based approach to public policy by the end of 2009. Human rights have been integrated in the curriculum of the Higher School of Public Administration and public security forces from the Ministry of Defence have also been trained. Similarly, in Guatemala, a human rights focus (particularly on such issues as civic safety, human security and prevention of lynching) has been introduced in activities of the National Civil Police Academy and the School of Penitentiary Studies. Monaco has taken initiatives on human rights targeting public prosecutors, namely seminars concerning the European Convention on Human Rights and its application. Monaco police officials undertake initial and continuing training on the rights of suspects and other relevant issues.

17. Turkey provides in-service training on human rights issues to civil servants, especially law enforcement officials, while police academies offer their own human rights courses. In 2008, the Turkish Ministry of Justice, through the Justice Academy, provided human rights training and workshops to members of the judiciary on such topics as monitoring of detention centres and freedom of expression. A joint project of the Turkish Board of Education and Discipline and Amnesty International (Turkey) has ensured training of teachers on the issues of gender discrimination and violence against women. Turkey has also actively participated in the "Education for democratic citizenship and human rights" project of the Council of Europe, which has enabled training of trainers through nationwide in-service training programmes on human rights issues. These trainers in turn have provided training on human rights to thousands of teachers at all levels.

18. The Ministry of Education of Oman is preparing manuals with case studies for educators on teaching human rights. Belarus provides continuing training on human rights to specialists working with children, including teachers and psychologists. The aims of the Montenegro Bureau for Educational Services are: to define competencies of teachers; to establish a procedure to certify competencies; to develop a continuing training system for teachers; and to ensure the provision of methodological support. In-service teacher training in Cyprus has been facilitated by the Cyprus Pedagogical Institute which has offered school-based seminars on human rights, intercultural education and teaching Greek as a second language. Other activities aiming to promote human rights in Cyprus have included seminars and conferences for teachers, dealing with cultural diversity, promoting equal opportunities and the enjoyment of human rights, methodological issues in teaching and addressing diversity issues. The Teacher Training Institute in Spain also designed human rights courses for primary and secondary school teachers and issued publications and manuals for educators on teaching human rights.

C. Human rights curricula

19. There is a diversity of approaches to integrating human rights into curricula across the formal education sector. In Ukraine, human rights concepts are included in various ways in general education institutions, beginning at the preschool level, and at the primary and secondary levels as part of both obligatory and elective courses. In Belarus, children are introduced to human rights concepts and the main

international human rights treaties from the primary level onward, as is also the case in Kazakhstan.

20. The primary education curriculum in Turkey includes "democracy and human rights education" as a discipline. A course on democracy and human rights is optional in Turkish secondary schools. In the Spanish education system, education for citizenship and human rights is a compulsory subject in basic education (from 6 to 16 years of age). Switzerland has made education for sustainable development compulsory at vocational schools and its objective is to integrate the subject, including human rights education, in all levels of education.

21. In the Russian Federation, human rights education is carried out in general education institutions as a stand-alone subject or is integrated in the humanities or science courses. It is also incorporated in vocational training. Methodological guidelines for human rights courses have been made available on the website of the Ministry of Education and Science of the Russian Federation[4] and a human rights educational package for primary schools has also been developed. Pursuant to the Framework for Cooperation with the Russian Federation, OHCHR in close cooperation with relevant stakeholders, is facilitating the establishment of a human rights masters programme, which may be launched in 2009 at several Russian higher education institutions.

22. The Ministry of Education and Culture of Cyprus has undertaken a comprehensive upgrading of the national curriculum from kindergarten to upper secondary education observing the principles of equal treatment of all children irrespective of their socio-economic, cultural and ethnic background and fostering respect for human rights. Montenegro is currently incorporating democratic citizenship principles across school education programmes and as an elective subject in high schools. In Iraq, work on including human rights principles in school curricula is under way. The Ministry of Education in Guatemala is carrying out curricular reform including the updating of contents and methodology. "Democratic life and the culture of peace", a component of the national basic curriculum, promotes civic participation.

23. In Turkey, undergraduate and postgraduate education levels also include human rights courses. In Kazakhstan, 22 universities offer a course on civil law, which includes human rights education components. In Guatemala, Mariano Galvez University has incorporated a course on human development in all study programmes to promote the study, practice and diffusion of human rights concepts.

D. School programmes and extra-curricular activities for schoolchildren

24. In the United Kingdom, Welsh authorities developed a programme for schools entitled "Roots to success", which is based on promoting the Convention on the Rights of the Child and is anchored in the United Nations Children's Fund (UNICEF) life skills model. It is contextualized within a global citizenship and international sustainable development framework. The Department for International Development provided support to the United Nations Association of the United Kingdom to develop and circulate human rights materials to all secondary schools,

[4] See http://mon.gov.ru.

including a module on human rights and development. Among many programmes implemented in Panama, the "Schools of quality" programme aims at facilitating the right to education from childhood onwards and, in this context, teacher handbooks and other teaching and learning materials have been distributed.

25. Cyprus reported on its efforts throughout the International Year to inform and sensitize all stakeholders involved in the education field about human rights. It staged a significant number of school activities, both curricular and extra-curricular, such as projects, group work and simulations, use of drama, role playing, school visits and excursions, debates on human rights with the participation of students, parents and teachers, developing school, class and family rights charters, essay and drawing competitions. Human rights education in Monaco has taken place not only in schools but also on the occasion of specific events such as Universal Children's Day and the observation of the International Day of Commemoration in memory of the victims of the Holocaust. On Human Rights Day, lawyers at secondary schools in Monaco discussed current human rights practices in Europe. Students participated in citizenship projects and in United Nations Educational, Scientific and Cultural Organization (UNESCO) clubs that aim to nurture a sense of solidarity. The Government of Monaco financed the publication of a series of comic strips illustrating the Declaration of the Rights of the Child.

26. Ukraine regularly organizes student competitions such as the annual "Olympiad of jurisprudence", the Ukrainian nationwide tournament for young jurists, festivals, student clubs, "young jurist" programmes and other extra-curricular activities. Morocco has held a creativity competition in the art of design and infography. In Belarusian public schools, annual events include competitions on the knowledge of human rights. The Belarusian Association of UNESCO clubs runs a project called "University of Children's Rights". Special human rights and law competitions are also held in Kazakhstan, where a "Student ombudsmen" project has also been implemented.

27. In Oman, a human rights-based approach to schooling is practised in respect of relationships between students, teachers and the management. The Ministry of Education has supported 14 UNESCO-associated schools whose activities aim to increase the knowledge of global issues and human rights. Students are encouraged to participate in volunteer work. With a view to social development, the National Office for Youth in Argentina implements a youth training programme, "Padre Mujica". In the Russian Federation, students also learn about human rights through extra-curricular activities.

E. Expert conferences, awareness-raising campaigns and programmes targeting civil society and the general public

28. Member States cited a significant number of conferences, campaigns and other information activities directed at the non-governmental sector and the general public. For example a number of expert conferences on the methodology of teaching human rights have been organized in the Russian Federation and in Spain. Expert events organized by Argentina included an international seminar on the management of memorials and Holocaust museums. The United Kingdom Department for International Development sponsored and hosted an international conference on human rights, development and accountability in February 2009.

29. In Ukraine, a presidential decree established in 2008 the Ukrainian National Law Week, which is to be celebrated annually during the week that includes Human Rights Day (10 December), in commemoration of the Universal Declaration of Human Rights. During its first edition, the Ministry of Justice organized a large number of activities throughout the country, including pro bono legal consultations, a telephone hotline, lectures and exhibitions. In Turkey, the Human Rights Presidency regularly organizes awareness-raising and educational activities on human rights for citizens in collaboration with civil society and human rights boards located in 81 provinces. Tools include competitions, local radio and television programmes, posters, brochures, education kits, CDs and DVDs.

30. Montenegro promotes the values of democratic citizenship within academia, local communities and the general public. The Department of Children's Rights of Kazakhstan, assisted by non-governmental organizations, has held seminars and public lectures on children's rights, in addition to making information available through the mass media. The Ministry of Culture and Sports in Guatemala has carried out a number of awareness-raising events on human rights issues, particularly the rights of indigenous peoples and women.

31. Throughout 2008, Argentina organized a vast number of human rights training activities, cinema debates, conferences, workshops, conventional and virtual courses and conferences. An Argentinean project on strengthening the protection system of human rights coordinates actions between the State and civil society, including the development of training on human rights issues. The National Memory Archive in Argentina has developed photographic exhibitions, videos and television advertisements related to the issue of memory and State terrorism. In order to motivate the participation of civil society in Panama, a programme on social commitment for education constituted a space for the consultation and participation of civil society in regional forums. A programme on the theme "Together for a community without violence" has sought to contribute to the prevention of student violence and increase the social inclusion of young people. The objective of the campaign "I Live Human Rights" in Guatemala has been to inform the population of their rights and make human rights part of their everyday life.

32. Colombia makes available a variety of related information, including the national plan of action, through a public website of the Presidential Programme for Human Rights and International Humanitarian Law.[5] In Belarus, libraries have put up information stands on human rights, an informational website on children's rights has been launched and further work on human rights awareness among the youth is planned for 2010. The Media Centre of the Iraqi Ministry of Human Rights has issued magazines and newsletters for human rights awareness-raising. The Ministry also holds annual human rights conferences on the occasion of Human Rights Day.

33. On the occasion of the sixtieth anniversary of the Declaration, a number of countries put on specific commemorative events, for example: the United Kingdom Department for International Development carried out a range of educational activities on human rights. The events, including the screening of short human rights films and lectures by guest experts, targeted British Government officials and civil society interested in human rights and development issues. Information campaigns marking the anniversary were also developed in Colombia, Monaco and Morocco.

[5] See http://www.derechoshumanos.gov.co.

Methodological guidelines for a human rights lesson dedicated to the sixtieth anniversary of the Declaration were issued in the Russian Federation.

F. Regional initiatives

34. Oman cited its active participation in expert meetings of the League of Arab States, where it shared its experience of human rights education in the school system.

35. Extensive regional cooperation has developed in Latin America. Guatemala noted activities, projects and exchanges of experience among 19 Latin American countries under the auspices of the Inter-American Institute of Human Rights. It also mentioned the elaboration of its seventh report on human rights education. Panama noted its participation in the virtual Latin-American network on education, values, citizenship and democracy that provides teachers and technical staff with virtual forums for education in values.

36. Argentina referred to ongoing regional cooperation and coordination concerning matters of education, training, culture and human rights in the framework of Common Market of the South (MERCOSUR), in particular as concerns the development of national plans of action for human rights education, of which Brazil was at the forefront. In addition to expert meetings, Argentina plans to convene an inter-American congress on human rights education, which will allow the sharing of experiences with national plans and discussion on the future possibility of developing a common policy document on human rights education for the region. Another common aim is to disseminate publications on human rights. The National Ministry of Education of Argentina, with the support of the Organization of American States, has developed a virtual library with didactic materials called "Memory and human rights in MERCOSUR".[6] Argentina also mentioned an agreement signed with UNESCO for the creation of an international centre for the promotion of human rights, which will seek, inter alia, to promote innovation and development of action in favour of human rights education, train experts, promote scientific and academic research and exchange knowledge and best practices between countries.

IV. Activities at the international level

A. World Programme for Human Rights Education and the plan of action for its first phase

37. Within the United Nations system, the implementation of the International Year of Human Rights Learning has been carried out within existing financial and human resources. In view of the close complementarity of the International Year with the longer-term global initiative, the World Programme for Human Rights Education (2005-ongoing), the present report also focuses on activities and achievements of the World Programme.

38. The World Programme was proclaimed by the General Assembly in its resolution 59/113 A to be launched on 1 January 2005 as an ongoing global initiative

[6] Available from http://www.memoriaenelmercosur.educ.ar.

structured in consecutive phases, the first one focusing on the integration of human rights education into primary and secondary school systems. Pursuant to Assembly resolution 59/113 B, the implementation has been guided by the plan of action for the first phase (2005-2007) of the World Programme. The first phase was extended on 28 September 2007 by the Human Rights Council in its resolution 6/24 to last until the end of December 2009.

39. Following the launch of the International Year in December 2008, OHCHR has continued to concentrate on promoting the plan of action and on assisting Member States in their national implementation of the Programme. OHCHR frequently interacted with a wide range of actors such as Governments, United Nations entities and intergovernmental and non-governmental organizations, in order to provide information and advice, participated in relevant events, or expressed support through messages from the United Nations High Commissioner for Human Rights and the Deputy High Commissioner. Numerous OHCHR publications related to human rights education and training have been distributed globally to interested actors as part of the dissemination effort.

40. Following Human Rights Council resolution 10/3 of 25 March 2009, OHCHR carried out a consultation with Member States, national human rights institutions and international and non-governmental organizations on the possible focus of the future second phase of the World Programme and prepared a separate report on the subject for the twelfth session of the Human Rights Council. According to the responses summarized in the report, the focus on human rights education in primary and secondary schools should continue since the aims of the first phase have not yet been achieved. Emphasis needs to be placed on human rights training for teachers and educators in order for human rights education to be effectively integrated into the school system. Many respondents proposed the tertiary or university education sector as the next target area. Many replies further voiced a need for human rights training of duty bearers, especially law enforcement officials. While numerous thematic areas were recommended for the second phase, often reflecting national realities, the role of human rights education in tackling poverty and the importance of the principles of non-discrimination and equality were most frequently cited. The majority of respondents proposed a period of five years for the second phase.

B. United Nations inter-agency cooperation

41. OHCHR continues to coordinate related international efforts in promoting and implementing the World Programme, within the United Nations system, by hosting the secretariat of the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System. The Coordinating Committee is composed of 12 United Nations entities[7] and seeks to facilitate coordinated United

[7] The International Labour Organization, OHCHR, the Joint United Nations Programme for HIV/AIDS, the United Nations Development Group, the United Nations Development Programme, the Department of Public Information, the United Nations Educational, Scientific and Cultural Organization and its International Bureau of Education, the United Nations Population Fund, the United Nations High Commissioner for Refugees, the United Nations Children's Fund, the United Nations Relief and Works Agency for Palestine Refugees in the Near East and the World Bank.

Nations support for the national integration of human rights education in primary and secondary school systems.[8]

42. The High Commissioner wrote to all ministers of education in December 2007 on behalf of the Coordinating Committee, inviting them to proceed with national implementation of the plan of action and requesting further information on national progress. Fifty-three Governments replied as at 3 August 2009. Summaries of the responses are available from the OHCHR website.

43. During the reporting period, the Coordinating Committee held its 6th meeting on 20 February 2009, in Geneva. In order to raise awareness about the plan of action and to promote inter-agency cooperation, the Coordinating Committee has carried out a variety of initiatives. Notably, during the Durban Review Conference held in Geneva from 20 to 24 April 2009, the Coordinating Committee organized, on 22 April 2009, a side event on the theme "Combating racism through human rights education: examples of national practice", jointly with the Council of Europe. The panel showcased five national practices from Guyana, India, Romania, South Africa, Uganda and the United Kingdom regarding human rights education in the school system and their impact in combating racial discrimination. The event provided an opportunity to highlight challenges and lessons learned with regard to implementation of the Durban Declaration and Programme of Action in respect of human rights education, and to promote awareness of the World Programme. Over two days, a wealth of printed materials from Coordinating Committee members, the Council of Europe and the Organization for Security and Cooperation in Europe Office for Democratic Institutions and Human Rights was displayed at an information stand.[9]

44. As it had done in 2007, the Coordinating Committee issued a joint statement on 12 June 2009 on the occasion of the World Day against Child Labour, urging Member States to further promote human rights education to foster the attitudes and behaviours needed to uphold human rights for all members of society, and as a concrete response to child labour.[10]

C. Information-sharing

45. In order to contribute to the implementation of the World Programme and its plan of action, OHCHR has sought to continuously raise awareness of human rights education and training activities at various levels by a variety of information-sharing and networking activities.[11] OHCHR has developed a dedicated section of its public website to the World Programme. Information on the various national initiatives reported to OHCHR is disseminated through a subsection of the World Programme website,[12] including a list of national focal points appointed by

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[8] More information about the United Nations Inter-Agency Committee is available from http://www2.ohchr.org/english/issues/education/training/UN-inter-agency.htm.

[9] See http://www.un.org/durbanreview2009/story28.shtml.

[10] The full text of the 2009 joint statement is available from http://www2.ohchr.org/english/issues/education/training/docs/joint_statements/WDACL2009_UNIACC_statement.pdf.

[11] More information on all these activities is available from http://www2.ohchr.org/english/issues/education/training/index.htm.

[12] National initiatives website can be accessed at http://www2.ohchr.org/english/issues/education/training/national-initiatives.htm.

Governments for the World Programme and national plans or strategies for human rights education. The publication of information on national initiatives is contingent on OHCHR being notified by Governments.

46. The Office of the United Nations High Commissioner for Human Rights has also supported the documentation, collection and dissemination of good practices on human rights education in the school system at the regional level. One example is a forthcoming publication entitled *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice*, which OHCHR has developed together with the Office for Democratic Institutions and Human Rights of the Organization for Security and Cooperation in Europe, UNESCO and the Council of Europe. The publication includes more than 100 good practices in the area of human rights education, education for democratic citizenship and education for mutual respect and understanding. The resources have been developed for the primary and secondary levels and for teacher training institutions.

47. Two other tools developed by OHCHR with a view to facilitating information-sharing and networking on human rights learning are the Resource Collection on Human Rights Education and Training and the OHCHR Database on Human Rights Education and Training. The progressively expanding Resource Collection, a specialized section of the OHCHR library in Geneva, gathers a variety of human rights education and training materials from around the world.[13] The Database, on the other hand, provides information on programmes, materials and institutions that organize human rights education and training activities in an electronic format. The Database was recently upgraded and now features various functions that make it more user-friendly and interactive. New entries are added on a regular basis.[14]

48. As part of its daily outreach activities in the course of the International Year, OHCHR has responded to governmental and non-governmental entities on issues related to human rights education and training, related reference services and other guidance. OHCHR grants, publications, the participation of specialized OHCHR staff and other initiatives have supported international and regional human rights education activities organized by other actors.

49. During the reporting period, OHCHR continued to develop and disseminate selected human rights training and education materials.[15] It is currently developing methodological tools to evaluate the impact of human rights education and training activities as well as a self-assessment tool for Governments on the integration of human rights education into the school system.

D. Supporting national capacities and grass-roots initiatives

50. National capacities for human rights education and training have been supported through projects undertaken in the context of the OHCHR programme of

[13] The catalogue is available from http://www2.ohchr.org/english/issues/education/training/collection.htm.

[14] The Database is available from http://hre.ohchr.org/hret.

[15] More information on OHCHR publications, including relevant electronic versions, is available from http://www.ohchr.org/EN/PublicationsResources/Pages/Publications.aspx.

technical cooperation in the field of human rights.[16] OHCHR has devoted enhanced efforts to strengthening national capacities for human rights training of military, police and other staff deployed to peacekeeping operations.

51. The Assisting Communities Together Project is a joint initiative of OHCHR, the United Nations Development Programme (UNDP) and the United Nations Office for Project Services in support of grass-roots human rights education initiatives in selected countries. The project provides small grants to national and local non-governmental organizations for community-based human rights education and training activities.[17] The sixth phase (2008-2009) of the project was launched by OHCHR and UNDP in July 2008 and it focuses on supporting activities contributing to the integration of human rights education in primary and secondary school systems, in order to create synergy with the first phase of the World Programme, and to the commemoration of the sixtieth anniversary of the Universal Declaration of Human Rights. At present, OHCHR and UNDP are supporting over 160 projects in 29 countries.[18]

E. Draft United Nations declaration on human rights education and training

52. In resolution 6/10, the Human Rights Council requested the Human Rights Council Advisory Committee to prepare a draft United Nations declaration on human rights education and training. The Council also requested the Advisory Committee to seek the views of Member States, relevant international and regional organizations, the Office of the United Nations High Commissioner for Human Rights, national human rights institutions and civil society organizations, including non-governmental organizations, on the possible elements of a future declaration. More than one hundred replies from Governments and other stakeholders were received in response to the consultation launched on the subject in 2008. An expert seminar hosted by the Government of Morocco in July 2009 also provided elements for a future declaration, as did a working session organized by UNESCO in July 2009 and a parallel event on the contributions of national human rights institutions to education and training, held during the Advisory Committee's third session in August 2009. Further consultations will continue on a working document by the

[16] More information on this programme is available from http://www.ohchr.org/EN/Countries/Pages/TechnicalCooperationIndex.aspx.

[17] The Assisting Communities Together Project website is available from http://www2.ohchr.org/english/issues/education/training/act.htm.

[18] In Africa (Burkina Faso, Cameroon, Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of the Congo, Eritrea, Ghana, Guinea-Bissau, Liberia, Seychelles, Sierra Leone, Sudan, Togo, Uganda, Zambia); in the Arab region (Occupied Palestinian Territory); in the Asia-Pacific group (Timor-Leste); in Europe and Central Asia (Armenia, Azerbaijan, Georgia, Kosovo, Kyrgyzstan, the former Yugoslav Republic of Macedonia, Serbia); and in Latin America and the Caribbean (Colombia, Ecuador, Uruguay, Venezuela).

Advisory Committee[19] and a draft declaration is expected to be presented to the Advisory Committee at its fourth session in January 2010.[20]

V. Conclusions

53. **The sixtieth anniversary of the adoption of the Universal Declaration of Human Rights, in 2008, provided a suitable occasion for the United Nations to increase its efforts to promote a human rights culture worldwide through education and learning.**

54. **Since proclamation the International Year of Human Rights Learning on 10 December 2008, many global efforts have been devoted to human rights education and learning. Even though the International Year is ongoing, the responses received from Member States indicate that interest in and commitment to human rights education and learning have grown among Government bodies, local authorities, teaching personnel, civil society and international entities. Synergies created by the complementarity between the International Year and the longer-term World Programme for Human Rights Education have brought about progress in certain areas, such as greater emphasis on developing strategies for incorporating human rights into education and learning processes, greater regional cooperation, more extensive in-service training of civil servants, strengthened teacher training and more programmes and projects involving schools, civil society and the general public. In addition, standard-setting processes such as the drafting of a United Nations Declaration on Human Rights Education and Training have the potential to have a positive impact on the sustainability of these efforts in the future.**

55. **A wealth of national and international initiatives have been reported during the International Year of Human Rights Learning aimed at increasing awareness of human rights norms among millions of people who are unaware of their rights and marking the sixtieth anniversary of the Universal Declaration on Human Rights. While the Declaration remains the most important human rights document internationally, "a common standard of achievement for all peoples and all nations", a significant amount of work remains to be done to reach the millions of people around the world who are unaware of their rights.**

[19] See A/HRC/AC/3/CRP/4 (Document de travail sur le projet de Déclaration sur l'éducation et la formation aux droits de l'homme).

[20] See Recommendation 3/3 adopted by the Advisory Committee at its third session, as listed in the Draft report of the Advisory Committee on its third session (in the compilation of recommendations adopted by the Advisory Committee at its third session).